

Space:

changing formation

- Semi-circle (singing) and circle (EYFS and KS1 especially) formation instead of straight lines to improve visibility and connection. Helps everyone to see the conductor for cues.
- Staggered / 'cinema style' rows so all pupils can see the teacher/conductor clearly.
- Cluster small groups together for peer support and confidence-building.
- Use 'buddy pairs' for pupils who need extra support.
- Place confident singers near those who need support to help with pitch matching (intonation).
- Keep pupils needing additional cues closer to the teacher/conductor.
- Designate sitting and standing areas for those who may struggle to stand for long periods.
- Ensure wheelchair users or pupils with mobility needs have a central, integrated place rather than being positioned to the side.
- Mark standing spots with floor dots or tape for consistency and spatial awareness.
- Create a quiet corner for pupils who need a movement break or space away from the lesson.
- Consider acoustic needs (e.g., avoid standing too close to walls if sound clarity is needed).
- If using call-and-response, divide the space so different sections answer each other.
- Create a leader zone where stronger singers can help lead parts.
- Encourage movement within the space (e.g., stepping forward for solos, moving side to side for rhythm).
- Use different spatial groupings for harmonies or rounds (e.g., sopranos on one side, altos on another).
- Allow personal space for those who find crowds overwhelming while still keeping them included.
- Position the group to face the audience or other performers in an accessible way.

Equipment:

change what is being used

- Use coloured instruments which relate to pitches and are easier to see, e.g. handbells.
- Use instruments which are easier to control when performing rhythms such as woodblocks and claves, instead of maracas, triangles etc.
- Play with two beaters to extend challenge.
- Provide apps for pupils with manipulation or mobility challenges who find handling instruments difficult.

Task:

changing roles, progressions, conditions, complexity

- Change the number of pitches used when composing or performing, e.g. increase from C, D, E to a pentatonic scale.
- Change the complexity of rhythm, e.g. add minims to crotchets and paired quavers.
- Incorporate more interrelated dimensions, e.g. adding dynamics to a composition or performance.
- Use technical language to describe music (can be found on the interrelated dimensions posters in 'Awesome Stuff', 'Display Boards').
- Change the length of rhythm/melody being composed/performed e.g. 4 beat rhythm to an 8 beat rhythm.
- Compose with contrasting sections.
- Play at a slower/quicker tempo e.g. introducing a melody at a slower tempo before speeding up.
- Assign parts based on complexity e.g. providing the simpler parts such as playing a drone or pulse to pupils who need more support.
- Include more parts in composition and performance tasks e.g. including chordal accompaniment or singing in more than one part.
- Chant and clap rhythms before performing them on an instrument.

STEP

principle to
adapting your Music

People:

changing groupings or how the children work together

- Work in mixed ability groups.
- Work in similar ability groups.
- Use buddy systems.
- Focus on and praise how pupils interact with each other as opposed to the outcome.